

Section B

Merging Assessment and Instruction

This section offers guidance to educators in designing effective practice instruction and how that instruction is connected to the Iowa Alternate Assessment rubric. A final discussion regarding access skills is included.



PORTFOLIO EVIDENCE AND DAILY INSTRUCTION

The Iowa Alternate Assessment (IAA) has been developed with the primary objective of improving instruction for students with significant cognitive disabilities. The end goal is not to determine a student's level of performance per se but instead to assess the student's level of performance, determine the programmatic opportunities being provided, and then to use those two pieces of information to make the best instructional change decisions possible. It does this by looking at both student performance and program quality in terms of "best practice" instruction (references and resources for these best practices is provided at the end of this section and again in the instructional modules which complement the IAA). These best practice indicators are:

- Instruction on general education standards
- Systematic instruction and data collection and analysis
- Instruction within the context of age appropriate, grade level curriculum using the same materials and activities as typical peers
- Provision and independent use of meaningful and appropriate adaptation/modifications/ assistive technology that help the student in accessing, learning, and progressing in the general curriculum
- Instruction on developing skills in effective choice making and self evaluation
- Generalization of skills

These indicators correlate to the IAA rubric dimensions. See Section D for further information.

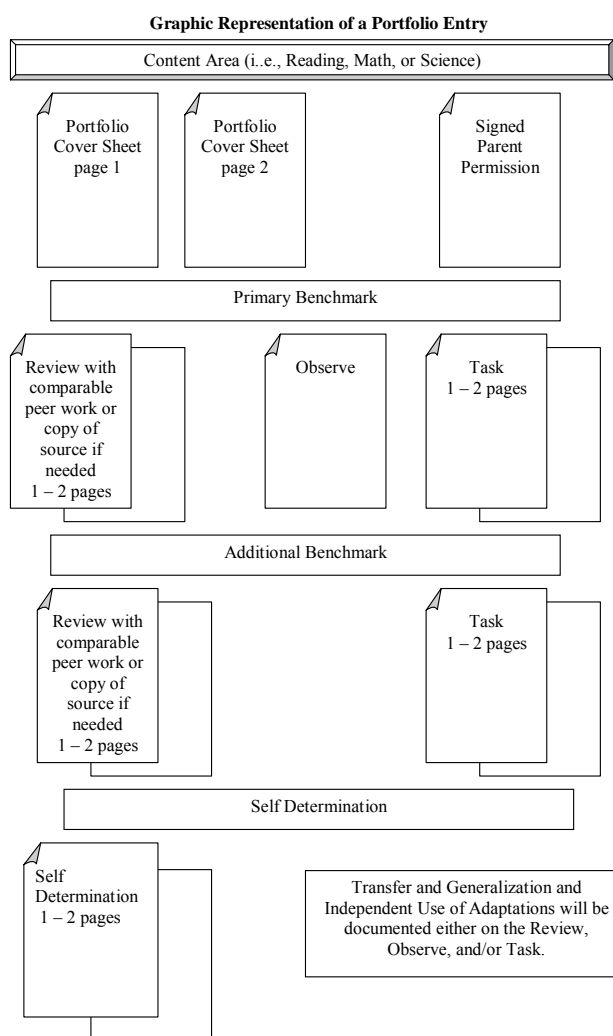
Currently, the amount of time it takes to complete a portfolio is frequently cited as a negative factor of the alternate assessment. The time element frequently referred to is actually related to developing the instructional plans and materials necessary to implement the "best practice" instruction upon which the portfolio rubric is based. So it really is not portfolio development time but rather instructional time that educators are struggling with. The study conducted in 2000 (Kampfer et al., 2001)) supports this fact. Teachers who are implementing the best practice indicators referred to at the beginning of this section and reflected in the rubric will find limited "non-teaching" time required. Teachers who are familiar with or not currently implementing best practice instructional strategies will need to spend more time learning the what's, why's and how's of best practice.

To a certain degree, there is legitimacy to the comment that the portfolio reflects the educational team's ability to put it together. However, while teams do need to understand how to document (the same thing can be said about taking data, writing IEPs, etc.), it is more than just putting it together (Gomez et al., 1991). Organization helps scorers see things but if the evidence is there, it is there, regardless of format. Attractiveness is not an issue. "Pretty" portfolios do not necessarily reflect student performance and programmatic opportunities any better than those that aren't quite as photogenic. Of course, putting in the correct things is important just as general education teachers must make sure they have covered the content and helped students in selecting the required

components for assessments such as writing portfolios. The portfolio pieces evidenced by the multiple measures defined by the Review, Observation, Task model (described further in Section E) should come directly from daily instruction and document the student's typical performance and daily instructional opportunities. *Curriculum and Assessment for Students with Moderate and Severe Disabilities* (Browder, D. New York: Guilford Press, 2001) addresses some of these "variables that may influence alternate assessment scores."

Portfolio contents should only contain evidence necessary to show the requirements of the rubric. Pieces should be selected throughout the year with earlier pieces being periodically replaced by more current documentation when appropriate. The portfolio should not contain all the work the student has completed during the course of the school year but should, instead, only contain the most current and representative work that will allow accurate, valid, and reliable scoring.

The following figure illustrates the number of pages (i.e., pieces of evidence) that are required to document all of the rubric dimensions as well as Review, Observe, and Task. A content area portfolio should not be more than 15 pages in length.



Six Steps to Merging Assessment and Instruction

Keeping in mind the direct connection between evidence collected for the alternate assessment and daily instruction, it will be important that daily instruction reflect all those elements of best practice. The more that daily instruction exemplifies best practices, the easier it will be to collect evidence and assemble the portfolio, not to mention that student achievement will be enhanced. For some programs, the move toward standards based and general curriculum based instruction will be a new direction. However, it is a necessary one not only to comply with the regulations specified in IDEA and NCLB but to move toward higher expectations and learning for all students. A more in depth explanation of this procedure including more examples, tools, etc. can be found in the module on Accessing General Curriculum (Clayton and Burdge, 2003).

Kearns, Burdge, and Kleinert (Innovations, in press) describe a six step process for connecting standards-based instruction with assessment. They report that this is the process used by the most effective teachers, and thus, should be helpful in producing quality evidence.

1. Define the outcome of instruction.
2. Link to the appropriate standard(s).
3. Identify the instructional activities and how the student will participate in each step (include supports and adaptations necessary).
4. Target specific objectives from the IEP that most align with the instructional activity
5. Select documentation of learning and instruction.
6. Organize the documentation of learning and instruction.

Following is an example from a middle school mathematics instructional unit. It includes a description of two students with disabilities, how each accessed the standards, and the process of collecting evidence.

Middle School Unit on Fractals: A middle school math class is studying fractals as part of a geometry unit. Fractals are complex geometric figures with common properties and are often used in measuring complex shapes, natural formations, etc. The instructional unit includes reading about fractals in the text book and on Web Quest site, completing worksheets to reinforce basic concepts, observing demonstrations by teacher and computer generated fractals, creating a snowflake fractal, and researching real life use of fractals. Products will include completed worksheets, notes from teacher lecture, created snowflake fractal, and a group presentation on real life use of fractals.

Carlos is a student with a significant cognitive disability who requires pervasive supports. He uses a wheelchair which he can self propel for very short distances and an augmentative communication device with up to five choices and with verbal cues. He can identify common objects and is beginning to use picture symbols. He needs prompting to attend to an activity or task for longer than 3 minutes. Carlos' objectives contained in his standards based IEP (Iowa Dept. of Ed., 2005) include:

- Identifying picture symbols

- Self-propelling wheelchair for moderate distances
- Following verbal and/or pictorial directions involving 3 to 5 steps
- Matching shapes
- Using 1 to 1 correspondence
- Independently initiating communication using augmentative system
- Remaining on task for 5 minutes with natural cues

Evelyn is a student with a moderate disability and requires limited to extensive supports. She is verbal but difficult to understand due to articulation difficulties. She is able to write her name if not required to remain on the line and can copy printed text. She can identify approximately 50 high frequency sight words and read short sentences when picture cues are provided. She counts to 39 consistently and to 100 with some mistakes. She can count by 5's if provided with number cues. She can take care of most self-care skills but needs verbal reminders. Evelyn's objectives contained in her standards based IEP (Iowa Dept. of Ed., 2005) include:

- Writing vocabulary words independently or using available resources (e.g. word cards)
- Increasing high frequency sight words
- Answering recall questions when material is read
- Identifying numbers to 100
- Using a calculator for computation
- Using measurement tools
- Improving articulation
- Using picture symbols to supplement verbalization as needed

Implementing the six-step process involving the above mentioned students in the context of math instruction will illustrate not only best practice instruction but also a means to collect quality evidence. To better align with the steps of IAA, Step 2, Link to the appropriate standards, will come first and will actually involve sub steps.

Step 1: Link to the appropriate standard:

As described in Section C, Standards and IEP, the IEP team should select at least one content standard from the local district grade level standards (which align with the district standards and are, in turn, aligned with the Core Content Standards and Benchmarks Corresponding to the Iowa Tests [CCSB]) – these can be found in Appendix C After that standard has been identified, it would be best to target the skill that the student needs to learn in order to achieve the standard and place it in the context of the IEP. See Section C: Standards and the IEP.

Carlos' and Evelyn's IEP team has selected the district grade level standard which aligns to the CCSB "A. Students can understand and apply a variety of math concepts: 3. Students can understand and apply concepts of geometry" which has the critical function of shape identification and use. The instructional unit on fractals addresses the Benchmarks for All Students of: Understanding the basic properties of figures, Knows basic geometric language for describing and naming shapes, and Predicts and verifies the

effects of combining, subdividing, and changing basic shapes. Carlos and Evelyn will be able to work on the related target skills of using appropriate shape terminology, and changing shapes with a model. (For more information on how IEP teams might best determine standards for assessment and target skills relating to them, refer to the Section C: Standards and the IEP.)

In addition to selecting standards and benchmarks, it is important to plan for instruction that reflects all the essential components of the rubric dimensions. (Again, remember this is not just a matter of “portfolio” or “assessment”, but is really about providing best practice instruction.) It may be that all components will not be addressed in a single activity and is preferable to include documentation from a variety of content area instructional units (e.g., reading, math, and science) that occur across time.

Three components are included in Student's Achievement of Benchmarks: Breadth, Depth, and Difficulty. Breadth involves providing instruction on more than one benchmark throughout the year, with entries and multiple measures of assessment (Review, Observation, Task) focusing on one primary benchmark. The documentation of an additional benchmark will indicate more effective instruction, thus scoring higher on the rubric. Depth refers to the accuracy at which the student is able to achieve the benchmark and must be expressed as a summative percentage. It will be documented by the observation strategy, over time evidenced by data collection and graphing (refer to the observation section for requirements). The coordinating module on data collection may be helpful to use when planning for systematic instruction and data collection (Burdge and Clayton, 2003). Difficulty measures the degree of alignment of a student's performance to age-appropriate, general education curriculum based instructional activities and materials. Therefore, it is important to provide instruction on all relevant benchmarks, to keep performance records, and to embed instruction of the benchmarks in grade level, general education activities developed toward achievement of grade level content standards.

The component included in the Student's Independent Use of Adaptations dimension is concerned with the adaptations, modifications, and assistive technology the student needs in order to access the general curriculum instruction and achieve the benchmarks. It is important to plan for these in order for the student to work with a level of independence not afforded by simply providing human support. For portfolio evidence, it will be necessary to document the summative percentage of the level of independence at which the student is able to use the adaptation itself. Remember that when looking at developing and providing adaptations, they must:

- Be “useable” (i.e. meaningful, individualized, practical, generalizable)
- Be available (i.e. accessible whenever needed or desired throughout the day)
- Make curriculum not only “accessible” but “learnable” as well (CAST)

For more information on adaptations, please refer to the Adaptations, Modifications, and Assistive Technology (AMAT) module (Denham and Clayton, 2004).

The three components of the Self-Determination dimension are making choices, reflection/evaluation, and use of evaluation. These are important skills for all students to

learn and require systematic instruction in order for the students' effective acquisition of this skill. It is important to work on the skills of Choice making, especially in relationship to achievement of the content area standard (goal setting, learning strategies, format, adaptations, etc.), Evaluating or reflecting on achievement/performance on the content standard (comparison of performance to performance, performance to the standard, etc.), and Use of evaluation to adjust performance. With each instructional unit/activity it is important to include opportunities for the student to work on self-determination skills. Even those students with the most significant disabilities need to be provided with meaningful instruction on these very important skills. More guidance in how to accomplish this is provided within the module on Self Determination (Burdge and Clayton, 2003).

The dimension of the Student's Demonstration of Transfer and Generalization looks at whether or not the student can demonstrate skills and concepts related to the standard in more than one setting. When planning for each instructional unit, it is preferable to identify settings in which all students are working on skills/concepts and provide a means for the student to have those same opportunities.

The charts on the following two pages provide a glimpse of how Carlos and Evelyn will work on each rubric dimension and its respective components within the context of the fractals unit.

Instructional plans related to the rubric**Carlos**

Benchmarks	Adaptations	Self-Determination	Transfer and Generalization
<p><i>Breadth</i> Carlos will be working on target skills of using appropriate shape terminology, and changing shapes with a model.</p> <p><i>Depth</i> A graph of data collection re: his performance will need to be included to show % level of accuracy/achievement on the benchmarks.</p> <p><i>Difficulty</i> He will work within the context of a general education activity making it curriculum-based and, if using adapted materials, resulting in evidence of age appropriate materials.</p>	<p>Carlos will use his communication board (assistive technology) and use precut shapes (adaptation)</p> <p>Notation of % of independent use of each is important.</p>	<p><i>Choices</i> Carlos will have the choice of gluing shapes or matching using adaptive keyboard and computer.</p> <p><i>Evaluation/reflection</i> He will reflect on performance by rating each skill he is working on using picture symbols of "Need to try harder", "OK", "Doing great".</p> <p><i>Use of evaluation</i> Each time he works on the skills, he will pick out the one he had identified as the lowest on the previous day's performance and concentrate on that skill.</p>	<p>Carlos will work in the general education math class as well as the library to complete research and create a Power Point.</p>

Instructional plans related to the rubric

Evelyn

Benchmarks	Adaptations	Self-Determination	Transfer and Generalization
<p><i>Breadth</i> Evelyn will be working on target skills of using appropriate shape terminology, and changing shapes with a model.</p> <p><i>Depth</i> A graph of data collection re: her performance will need to be included to show % level of accuracy/achievement on the benchmarks.</p> <p><i>Difficulty</i> She will work within the context of a general education activity making it curriculum-based and, if using adapted materials, resulting in evidence of age appropriate materials.</p>	<p>Evelyn will be provided with picture vocabulary cards (adaptation) and be required to learn a limited amount of information (modification).</p>	<p><i>Choices</i> Evelyn can set a goal of how many vocabulary words she would like to learn in a week</p> <p><i>Evaluation/reflection</i> She can be asked about each skill she is working on and she can rate how she does by "Not so good", "OK", "Great" and recorded by the teacher or peer</p> <p><i>Use of evaluation</i> She can review how she did the day before and decide which skill she needs to work harder on based on the previous self-rating.</p>	<p>Evelyn will work in the general education math class as well as the library to complete research and create a Power Point</p> <p>She will also take home her vocabulary words to practice writing and bring back for a homework grade.</p>

Step 2: Define the outcome of instruction:

All students will be able to define fractals, explain the properties of fractals (self-similarity, fractional dimensions, formation by iteration), create a Koch Snowflake (see figure below), measure the perimeter, create a presentation demonstrating use of fractals. A fractal is a fragmented geometric shape that can be subdivided into parts.

Koch Snowflake



Carlos will be able to match three different geometric shapes, use communication board with shape terminology to correctly identify and request geometric shapes, use a switch to hear five facts/concepts recorded from reading, and attend 5 minutes to the activities. These all address skills identified on his IEP.

Evelyn will be able to write a definition for fractals by using picture vocabulary cards, will answer 3 questions about fractals (what is a fractal, what shape is used in a Koch Snowflake, what is something in nature that looks like a fractal?), use a ruler to measure the lines of the triangles and a calculator to add the numbers that will make up the perimeter. These all address skills identified on her IEP.

Step 3: Identify the instructional activities and how the student will participate in each step (include supports and adaptations)

Reading in textbook as a class – Carlos will have picture cards in front of him to look at and handle while listening and will use a switch to listen to facts read in the book, Evelyn will listen with help from a peer to follow along in the book. She may also identify words she can read independently.

Web Quest – Carlos and Evelyn will work with a peer or the teacher who will read and summarize the information.

Worksheet – Carlos will use his communication board to request a shape and will match geometric shapes, Evelyn will use picture vocabulary cards to copy definitions and answer targeted questions.

Observe teacher demonstration and a computer demonstration – Carlos will attend with occasional verbal cues from the teacher, Evelyn will attend to the demonstration and tell one thing she saw.

Create a Koch Snowflake – Carlos will select a shape and place it on the highlighted section of the original triangle and repeat with each iteration, Evelyn will use a ruler to draw the additional triangles to create the snowflake, use a ruler to measure the lines and use a calculator to add the perimeter.

Research and present real life use – Carlos will identify pictures and picture symbols that will be used in the slide show presentation created by his group and he can operate the slide show by hitting an adapted keyboard, Evelyn will type her vocabulary words into a search engine to find information and then match pictures to the summary written by the teacher or a peer to create a slide for her group's presentation. She will orally present her slide.

Step 4: Target specific objectives from the IEP that most align with the instructional activity

Carlos will work on matching shapes, using his communication board, and attending for 5 minutes

Evelyn will work on writing vocabulary words, answering questions, using measurement tools, and improving articulation

Step 5: Select documentation of learning and instruction:

Documentation could be gathered for selected elements of Review, Observation, Task. For Carlos each of the following could be collected:

Review – A photocopy of sheet on which he glued matching shapes. Documentation of level of independence on the use of the adaptation as well as the setting could be written by the teacher on a sticky note, thus providing evidence for Student's Use of Adaptations and Student's Demonstration of Transfer and Generalization. Photocopies of materials will indicate age appropriateness and curriculum based activities.

Observe – Collected data of targeted IEP objectives (e.g. matching shapes and attending for 5 min.) Data on attending to the textbook reading and research information could address an additional benchmark in Skill Set 3 Reads for Information. Additionally, the teacher can have Carlos make choices relating to achievement by providing the choice of adaptations (gluing shapes or matching using adaptive keyboard and computer), evaluate/reflect on performance by rating each skill he is working on (e.g. Need to try harder, OK, Doing great), and then use the evaluation by selecting the skill that was rated the lowest and concentrating on that area of performance. This could be documented by adding a section on the data sheet. An alternate means would be to create a sheet with the choices and have Carlos mark each and then submit the sheet as evidence for instruction upon Student's Demonstration of Self-Determination.

Task – This would come from an additional instructional unit.

Evidence for Evelyn may look like this:

Review – This would come from an additional instructional unit.

Observe – collected data of targeted IEP objectives (e.g. writing vocabulary words, using measurement tools). Student's Demonstration of Self-Determination requirement of making choices, evaluating performance, and using the evaluation could be incorporated into the data sheet. These could be asked orally and responses could be recorded on the data sheet.

Task – This would come from an additional instructional unit.

Step 6: Organize the documentation of learning and instruction

Carefully organizing the collected evidence is important to the assessment process and in reviewing what has been learned, an important consideration in best practice instruction Friedman & Fisher (1998) translates "a mountain of research studies" into 15 generalizations about effective instructional practices. It is also valuable to include the student in this process so that he/she can gain more ownership over the completed portfolio. Tips for collecting and reviewing the collected pieces include:

- Create a set of folders for each student, one for math and one for reading
- Collect evidence on a routine basis and file in respective folders
- Review collected evidence two to three times per year in order to...
 - Identify gaps in evidencing elements of the rubric
 - Plan for instruction and evidence collection to fill gaps
 - Add teacher notes to document accuracy, independence level in using adaptations, settings, etc.
 - Ensure that all Review, Observation, Task components are evidenced.

Access Skills

Standards based instruction is often a confusing concept when one is thinking of students with the most significant cognitive disabilities. Typically, instruction for these students has been constructed toward the acquisition of more traditional, “functional” skills (e.g. self care, recreation/leisure, etc.) and basic skill development in line with the developmental sequence (e.g., expressive/receptive communication, motor skill acquisition, and social skill development).

“Functional” skills, for the most part, do not reference standards so will not be included in assessments even though they must still be addressed as necessary in IEPs (IDEA; NCLB). Some of these may still be important skills for students to learn and some instruction will be geared toward their acquisition. However, the alternate assessment will not reflect this area of instruction.

The basic skills of communication, motoric ability, and social functioning can be considered differently. These skills have been taught in relative isolation as end goals in and of themselves. What is missing from this instruction is context – what does a student need to communicate, what do they need to be able to do, and what social skills do they need. By looking at these skills in the context of curriculum based instruction - what do students need to communicate during social studies, what do they need to be able to do physically during math, and how do they need to interact with others in language arts, these skills can be seen as giving access to curriculum. They are then referred to as “access skills.”

So Anita, who is looking at pictures in a Newsweek magazine during an 11th grade social studies lesson on world culture, is working on the access skill of eye gaze, in the context of an age appropriate, curriculum based activity, designed to meet her district's standards/benchmarks. Diane, a fourth grader who is working on picking up Uniflex cubes and placing them on number cards to illustrate an equation ($3 + \square = 5$), is working on the access skill of reach/grasp/ release in the context of an age appropriate, curriculum based activity designed to meet her district's standards/ benchmarks. Nick, who is working on keeping his hands to himself during an 8th grade cooperative group discussing the plot elements in Number the Stars, is working on a social access skill in the context of an age appropriate, curriculum based activity designed to meet his district's standards/benchmarks.

It is important to remember that even if instruction on an access skill is said to be the primary focus for a particular student, it is important to also expect that the student will, as a result of effective instruction, learn some content, as well. By embedding skills within the context of general education activities, students are given access to the curriculum as required by IDEA and NCLB while still being provided with essential instruction on those very critical skills. This allows for a seamless transition to the acquisition of content area knowledge. With curriculum as the basis for instruction, all students will be receiving the same content. As they become more effective communicators, have increased motoric abilities, and develop more refined social skills, they will be able to demonstrate what they know about the curriculum.

Because of the requirement of both NCLB and IDEA that assessments (including alternate assessments) be focused on the “same challenging academic standards” as for all other students, evidence that documents a student’s performance solely on access skills will not score at or above the proficient level.

Functional Skills

Grouped frequently into the category of “functional” skills are things such as independent living and vocational skills. These are also critical to the instruction of many students with significant cognitive disabilities must be addressed by the IEP (IDEA, 2004). Sometimes there are direct connections between these instructional priorities and the general curriculum (i.e., general education life skills classes, technology education classes, other vocational classes, etc.).

As students progress into the upper grades, the balance between academic instruction and this type of functional skill instruction becomes a challenge. Educators often begin to feel pressure to reduce the academic instruction and replace it with increasing amounts of functional skill instruction (usually independent living and vocational skills, as stated earlier). Another option that may help teams in combining both types of instruction rather than further separating them, is to look for areas within the general curriculum where these more traditional functional skills might be addressed. The Accessing General Curriculum Module and Workbook (Clayton and Burdge, 2003) has a strategy for doing this embedding of skills.

There are other times throughout the day when functional skill instruction might naturally occur. Students may have opportunities to use vending machines at lunch and count money when buying school event tickets. Dressing might be instructed when changing clothes for physical education classes or getting ready to go home. There are any number of classroom activity matrices that will assist educators in determining where and when these opportunities might naturally occur. One such matrix can be found in the Systematic Instruction and Data Collection Module (Burdge and Clayton, 2004).

The Iowa document, Model Career Education Standards and Benchmarks Including Employability Skills (Wells and Phelan, 2002), acknowledges that “All students, in order to become productive citizens and workers, need a strong continuing foundation in reading/communication/language arts, math, science, social studies and employability skills; these are essential standards and benchmarks throughout the K-12 educational cycle.” (p. 6). This document gives many classroom ideas on connecting employability skills to grade level curriculum instruction and offers a curriculum framework illustrating how employability and career education might naturally proceed throughout the general curriculum.

The instructional matrix that follows shows how a student is taught and practices functional skills within and in addition to academic skill instruction which is required to be assessed by NCLB.

What does a student's day look like?

Instruction	Class instructional activity	Access to instructional activity	Functional Skills Instruction	Informal curriculum/embedded IEP objectives
Home room and Writing from Reading	Read 10 min. and reflect on reading in journal	Craig will listen to short pieces of text on the computer via a text reader and then will use IntelliKeys to write about the piece.	Included on the IntelliKeys is his first and last name and date that he must type each day and as often as possible he types in his address.	<ul style="list-style-type: none"> • Indicate to peer that he needs assistance using his communication board (IEP objective) or just "talk"
Language Arts	Reading biography of choice preparing a Biographer's chart	Craig will listen to paraphrased portions of the biography he selected and be asked to select the picture by eyegaze or tapping with wrist the one that correctly fills in the section of the chart	Craig is learning to indicate the correct answer in a manner that everyone can understand. He will practice using this skill at his weekly job site to indicate which job he has completed.	<ul style="list-style-type: none"> • Listen to the teacher & employer directions • Work on embedded IEP objective of extending his left arm to indicate a selection
Transition	Going to science (no stops)	Craig checks his picture symbols schedule which reminds him of where his next class is and that there is not a break that allows for drinks	Craig works on following a routine with picture schedule prompts and staying on task which has been problematic at various job sites.	<ul style="list-style-type: none"> • Smiles at people who speak to him in hall • Go directly to science class without stopping to look in other rooms

Instruction	Class instructional activity	Access to instructional activity	Functional Skills Instruction	Informal curriculum/embedded IEP objectives
Science	Discuss the periodical table and its purpose, then complete a worksheet on periodic tables	Craig will use IntelliKeys to match the picture to the element/picture symbol/name using IntelliTalk	Craig works on matching pictures to steps of a task and also works on this in life skills class and at his job site with related tasks.	<ul style="list-style-type: none"> Identifying picture symbols (IEP obj.) Motor skill of reaching and pressing correct key on adapted keyboard (IEP obj.)
Transition	Same as first transition – uses schedule to locate destination			
Discover the Arts	Discuss elements of Impressionist painting; utilize Impressionist techniques to create a painting	<ul style="list-style-type: none"> Craig will be asked to identify a selected color on the color wheel using his communication board during class discussion He will paint by dabbing appropriate colors on his paper 	<ul style="list-style-type: none"> Craig will work on fine motor skills and use of assistive devices that will enable him to manipulate various devices which broaden employment possibilities. 	<ul style="list-style-type: none"> Communication skills to answer questions Motor skills to dab paint Appropriate social skills while working with peer
Locker break	Students can go to their lockers and take a restroom break as needed	Craig leaves the nurse's station and joins a peer who has a locker next to his, allowing him time to socialize	<ul style="list-style-type: none"> Craig uses a key lock which allows him independence and teaches him a skill which will transfer to home. 	<ul style="list-style-type: none"> Appropriate social skills Communication skills Follow routine
Computer Technology	Setting up timeline for civil war battles using available software	Craig uses IntelliKeys Board with overlay to type events into the software	<ul style="list-style-type: none"> Working with dates reinforces calendar use. 	<ul style="list-style-type: none"> Computer usage Picture identification
Transition	Same as first transition – uses schedule			

Instruction	Class instructional activity	Access to instructional activity	Functional Skills Instruction	Informal curriculum/embedded IEP objectives
Social Studies	Read and discuss the civil war during the year 1864, select an event to research using classroom resources	Craig will listen to the reading and discussion. He will have pictures from the chapter and when it is discussed a peer cues him to look at them. He will choose an event and pair up with another student who selected the same event to complete research	<ul style="list-style-type: none"> Craig works on active listening skills and following simple directions. 	<ul style="list-style-type: none"> Working with peers appropriately Attend to teacher Identifying pictures Making choices
Lunch		Craig chooses his lunch from the menu sent home each week and has the items programmed on his communication board, which he uses to request items when going through the line. He sits with peers.	<ul style="list-style-type: none"> Craig eats out one day a week prior to community based instruction and he follows the same procedure using menus and to order independently. 	<ul style="list-style-type: none"> Feeding skills Social skills Communication skills
Locker break	Craig goes to the nurse's station right after lunch for medical procedures and daily stretches required for physical therapy.			
Math	Complete several examples of exponents on the board then complete the problems at the end of the chapter	The base, exponent and factors are written on small cards, Craig will look at the base and select the matching number then will count out the correct amount as signified by the exponent (e.g. $2^4 = 2 \times 2 \times 2 \times 2 = 16$).	Time will be taken each day during math to work on next dollar strategy, using the same counting skills as the math instruction.	<ul style="list-style-type: none"> Number identification counting

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